**IST526 Interactive Multimedia   
- Exam -**

By typing my name below, I hereby certify that I have neither given, nor received assistance in completing this examination.

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The exam consists of **10 questions** (each worth 10 points) split into **three sections**:

1. The first section presents different case scenarios of client-instructional designer interaction (you need to choose **only one**);
2. In the second section you will analyze an e-learning tutorial and answer five questions related to the application of the Multimedia Learning Principles.
3. In the third and last section you will define four instructional design concepts using your own words.

Your response to **each question** should include at **least 100 words**. Support your answers citing the textbook. However, each answer **should NOT exceed half of a page**.

# Section 1: Case Scenarios (Answer one of them)

1) A client says they already have a lot of free clip art that you can use in the development of their eLearning module for 11th grade Native American students learning about their culture.  What might be some issues using this clip art?  State some instructional principles that could be violated.

The first two violated instructional principle would be the coherence and contiguity principles. The reasoning is that if inconsistent elements are spread throughout an instructional training/design module, it will be both hard to follow along with the lessons, and to connect to the information from a learner’s perspective due to clutter (Clark and Mayer, p.105, 168). Other issues to take into consideration would be documenting clip art sources, and considering the potential risk of offending those who are of Native American descent. Hence, when you take all these issues into account, it would be wise to not use every single source of free clip art, but rather validate and pick the best, relevant sources for the most optimal training for learners of the Native American subject matter. Not only that, but when also not violating the principles, the words and imagery can work harmoniously to enhance learning and engagement, by way of utilizing less material to get across the overarching subject matter.

# Section 2: eLearning Product Analysis (Answer five questions)

As part of this section, we will use the following multimedia e-learning training program which is intended for tech support staff.

<https://www.smartbuilder.com/examples/computerportsSB4/index.html>

Answer **five** of the following questions:

1. Does this e-Learning product apply the Multimedia Principle? Why or why not?
2. Does this e-Learning product apply the Modality Principle? Why or why not?
3. Does this e-Learning product apply the Contiguity Principle? Why or why not?
4. Does this e-Learning product apply the Coherence Principle? Why or why not?
5. Was the Personalization and Embodiment Principles implemented in this Multimedia e-Learning product? If so, in which way?

In the e-learning product, modality principle that does not apply to the e-Learning project is the modality principle, due no audio narration throughout the lesson itself (p.130). For the first applicable principle, multimedia, words, and imagery are used in balanced fashion (p.85-86). The next applicable principle, contiguity, is present, due to there being a space of text and imagery within a barrier of space for easier association of the two together (p.105). The third principle, coherence, applies, because there are not extraneous elements that cloud the project (p.168). Finally, the personalization and embodiment principles are present during the challenge portion of the lesson by having imagery of a woman on the bottom left corner of the screen, with written dialogue that comes off relatable to the learners (p.218).

# Section 3: Instructional Design Concepts (Define four concepts)

Define / explain four of the following concepts related to instructional design using your own words as though you were explaining them to a potential client describing how you plan on using them in the eLearning project you would develop for him/her.

Learning objectives, redundancy principle, multimedia principle, & cognitive overload

Learning objectives provide directions to learners that are approachable, tonally purposeful, and achievable (p.33). The next principle, redundancy, covers the concept of allowing familiarity with the eLearning content structure, ensuring learners follow a rhythm of repetition without any distracting elements (p.150). The third concept, multimedia, is a principle that emphasizes the blended use of both text and imagery to create a sense of engagement and attention retainment from start to finish (p.85-86). Finally, cognitive overload, delves into whether learning modules are or are not overwhelming for users to mentally assess when learning from the eLearning modules (p.154).

Reference

Clark, R. C., & Mayer, R. E. (2016).E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (4th ed.). John Wiley & Sons, Inc.